



GENEROUS LEADERSHIP[®] **CHALLENGE**

Unit 3: Seeing People as People

Week 13

Reframing Failure

Purpose

Students are wrapping up their Lens 2 projects this week and likely faced some setbacks during the project that they would consider “failures.” Students often fear failure because they associate failure with their personal value; rarely do students know how to appreciate failure as an opportunity to learn and overcome obstacles. Create space for students to reflect on their Lens 2 project experience so that they can begin to see their “failures” in a new light.

Learning Objective

I can face failure.

Standards

- Initiate and participate effectively in a range of collaborative discussions. (CCSS: SL.11-12.1)
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1b)
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.11-12.3)

Needed Resources

- *Handout: Possible Check In Activities*
- *Assignment: Lens 2 Final Reflection Paper*

Session Overview

Open Class with Check-In (10-15 min)

“You are wrapping up your Lens 2 projects this week and chances are you faced some setbacks during the project that you would consider “failures.” Maybe you didn’t hit a certain goal and feel like your whole project is a failure because of this. This week we are going to look at failure in a new light and consider how failure is actually an important part of personal development. Today we’ll start with a check-in and then explore the various ways to respond to failure.”

- Suggested Check-In: Students are likely feeling on-edge hearing that this week’s topic is failure, so it would set the stage well if you did a check-in activity that helps students recall things that they are grateful for.
 - Option 1: Gratitude circle (starting with positivity!)
 - On a notecard have students write what they are thankful for that day. “Today I am thankful for _____ because _____.”
 - Model this for students and share what you are thankful for as well.
 - In a circle, each student will share what they wrote on their card.
 - Option 2: Tell Me Something Good

- Have students write down one good thing that has happened to them this week.
 - Allow students to share (those who want to).
 - Optional: play “Tell Me Something Good” as students are writing.
- If you would like to check-in another way, you can choose a check-in activity from the *Possible Check-In Activities* resource.

Facing Failure Activity (10 min):

- Write the word FAILURE as big as you can on the board.
- Hand out 2-3 sticky notes and a pen to each student.
- Have students write on their sticky notes what they think of when they see that word.
 - Students can write or draw whatever they want on each sticky note (as long as it’s appropriate).
- When students are finished, they should stick their sticky notes to the board around the word FAILURE.
- Wait till all students have placed their sticky notes on the board and then go through and read them aloud or have a couple students come up and read them.
- Be prepared: Some students might say that they feel like a failure or that they’re afraid of being a failure. It will be difficult to hear these kind of responses, but it’s important to let students be honest even if you don’t agree with them. But don’t worry, the rest of this week will focus on reframing the way students see themselves and their “failures.”

Teacher Tip: If this class is virtual, write the word FAILURE on a piece of paper and hold it up to the camera, or find an image that says FAILURE and share the image on your screen. Have students type their thoughts about failure in a private chat message to you (to maintain some anonymity). When students are finished, read their responses aloud.

Writing About Failure (10-15 min)

- Briefly share with students about a time when you failed at something and what your initial reaction to failure was (this will help students feel more comfortable sharing about a personal failure).
- Have students pull out a piece of paper and write down a specific time they experienced a failure. This could be:
 - Failing a big test
 - Losing a game
 - Being turned down for a job
 - Breaking a promise to someone
 - Failing in a relationship
- Ask students to write about their experience using the following questions as a guide:
 - What was their initial reaction to failing?
 - What do they remember feeling in that moment?
 - How did they respond to that failure?
- Allow a few students to share their failure with the class if they feel comfortable.

Debrief and Next Steps (10 min)

- Students are often led to believe that failing is the worst thing they can do.
 - If they fail a class, they won’t be able to get into college and therefore won’t be able to get a good job.

- If they fail in a game, everyone will laugh at them and they'll never recover from it.
- If they fail their parents, their parents will never be proud of them.
- But what if these things we so strongly believe are actually lies? What if...
 - They're able to recover a bad grade, still get into college, and find a fulfilling job in the future?
 - They're able to laugh off a mistake in a game and all those people who laughed initially forget about the mistake the next day?
 - They're able to regain their parents' trust by following through on their commitments?
- What if "failure" isn't failure as we think of it, but actually learning? Will students choose to quit when they believe they failed or will they pick themselves up, embrace the opportunity to grow, and try again?
- The Generous Leadership® Challenge has always been about growth, not perfection. There were likely things that didn't go as planned during students' Lens 1 & 2 projects, but that's ok. It's all part of the learning and growth process.
- This week, students are wrapping up their Lens 2 projects, compiling their final results, and reflecting on what they gathered from the experience. Encourage students to begin reflecting now on their big takeaways from their Lens 2 project (this will help them prepare to write their Lens 2 Final Paper this week).
 - What was difficult?
 - What went well?
 - What are they proud of?
 - What could they do differently next time?
- If time remains, hand out the Lens 2 Final Reflection Paper Assignment and answer any questions students have about the paper.

Overcoming Fear of Failure

Purpose

Students often disengage from or stress over their schoolwork because they are overcome by a fear of failure. This content will help students understand where fear of failure comes from and what steps they can take to overcome it.

Learning Objective

I can recognize failure in my life and change my perspective to see it as learning.

Ideas for Customizing Your Content Delivery

- Create a simple video for students to watch based on the content below.
- Direct students to go through the GLC slides for **Overcoming Fear of Failure**.
- Hold a live zoom class session to go through content.
- Create a blended option by incorporating slides, video and additional resources as you see fit.
- Create a short quiz to test if students watched or read the content.
- Make a point to tell students that there is an assignment at the end that will serve as their “entry ticket” for the next session together.

Standards

- Analyze a complex set of ideas. (CCSS: RI.11-12.1)
- Predict the impact an informational text will have on an audience and justify the prediction. (CCSS: RI.11-12.2)
- Determine how ideas interact and build on one another to provide a complex analysis; provide an objective summary of the text. (CCSS: RI.11-12.2)
- Determine the meaning of words and phrases. (CCSS: RI.11-12.4)

Needed Resources

- *Week 13 Content Slides*
- *Handout: Rethinking Failure worksheet*

Recommended Resources to Prepare for this Lesson:

- [6 Important Questions about Resiliency and Grit](#)
- [Crushing the Fear of Failure](#)
- [“Listening to Shame” TED Talk by Brene Brown](#)

Content Summary

Failure Defined

- Failure is defined simply as: “the lack of success.”
 - Ask students to think about the following questions:
 - What is success?
 - What defines this word for you? Is success keeping up appearances and fulfilling expectations, or is it something more like living a life that is personally fulfilling and inspiring to others?

Is Failure Something We Do or Who We Are?

- People often use the term “failure” to describe:
 - An insufficient score on a test
 - A product that doesn’t perform its intended function
 - A plan that falls through
 - A social mishap or incident
 - Letting down people we care about
- Ask students to reflect on a failure they may have experienced in this class so far.
 - Maybe they made goals they didn’t keep.
 - Maybe they had opportunities close on them.
 - Maybe they stopped trying when things became difficult.
- Sometimes people use the term “failure” to describe themselves or another person, but this isn’t in line with seeing people as people because it reduces a person’s value down to how successful they are, not their humanness.
- **People can fail at something, but they themselves are not a failure.** Their score, product, plan, or interactions may have been unsuccessful or insufficient, but they are still people and therefore still valuable.
- **“Failing” is something we do, it is not something that we are.** As soon as we say “I am a failure” instead of “I failed,” we allow failure to define our personal identity and worth. We don’t want to do this to ourselves, and we must not do this to others either.

The Fear of Failure

- The technical term for fear of failure is: Atychiphobia. But whether or not we have a diagnosed fear of failure, we all are affected by the fear of failure at some point in our lives.
- Fear of failure is a feeling of immense pressure to succeed for fear of losing our status, comfort, reputation, security, dreams for the future, and most of all our sense of personal worth.
- Students learned in Week 11 that it’s natural for humans to avoid potentially harmful or difficult situations, especially when they’ve experienced adversity in the past. Similarly, because failure often brings negative feelings and consequences, it’s natural for humans to fear and avoid failure.
- However, if we give into our fear of failure and allow it to keep us from doing anything that could potentially lead to failure, we’ll never learn, grow, or experience new things.
- Avoiding failure by not trying anything new will keep a person from failing, but it will also keep them from succeeding.

Where Does the Fear of Failure Come From?

- Fear of failure is a learned behavior that comes from our past experiences (pain, embarrassment, etc.) and from observing how our family and friends handle failure.
- Some people learn at a very young age that failure is a valuable part of the learning experience, but most of us struggle with fear of failure because:
 - We define our value by what others think of us.
 - In other words we believe that we’re valuable if people think well of us and we’re worthless if they don’t.
 - We define our value by our accomplishments.
 - In other words, we believe that we’re only valuable if we contribute and accomplish good things instead of being valuable just because we are.
 - We cling to a specific plan for our lives.

- In other words, we believe that our whole future will be ruined if things don't go as planned.

What Has School Taught Us About Failure?

- Students have now been in school for over a decade, and from Day 1 they learned that their academic ability and success are measured by letter grades.
- Students naturally equate their worth to their grades even if a teacher or parent never tells them that their worth is determined by their grades. No matter how many times adults tell a student that their grades are just grades, students have been living for many years in a day-to-day cycle of meeting others' expectations to achieve high marks. And when they fail to make high marks, there is always intervention or consequences, because low grades are "bad."
- Students often compare themselves to their peers, believing that they're "smarter" or "dumber" than their peers simply based on where they rank on the grade scale.
- This system of grading has inadvertently pushed students to either:
 - Strive for good grades and fear failure rather than enjoy and embrace the learning experience (failures included).
 - Give up on school because they don't see the point of trying to learn if it only results in proving that they aren't "good enough."
- So how do we begin to shift students' deeply ingrained fear of failure?

Failure is Necessary

- The key to overcoming fear of failure is understanding that failure is an expected and necessary part of growing and learning.
 - When we fail, we are forced to reevaluate our situation and come up with a new plan – in other words, LEARN a new path forward.
 - Failure teaches us how the world works and inspires us to GROW to overcome obstacles.
- Every good story has conflict and failure. We wouldn't enjoy the incredible victories we see in our favorite movies if the hero of the story didn't have to fail first before they eventually succeeded. In fact, success wouldn't be possible WITHOUT the lessons learned through failing.
 - Ask students:
 - Can you imagine going to the movie theater and watching a movie where the hero beat the villain in the first ten minutes?
 - Or a fight scene where the hero knocks out the villain with one swing?
 - Would you enjoy these movies?
 - What makes stories interesting and inspiring is the hero's resiliency and determination to improve so that they can succeed the next time they face the villain.

Moving On After A Failure

- Failure can help us learn and grow, but only if we choose to learn from our failure and not repeat the same mistakes.
- Students can move on from their failure by:
 - Choosing to not let their emotions overcome them
 - Students learned earlier this semester that emotions make horrible leaders. They lead us to make decisions that we wouldn't normally make if we were in a calm state.
 - It's ok to feel frustrated or disappointed by a failure, but students should not let these feelings dictate how they will respond. They may feel like their life is ruined by a mistake, but the reality is all failures can be redeemed eventually.

- This is where their will comes in. Students can choose to intentionally reflect on what they learned from the experience and take new action that helps them move forward with new strength and perspective.
- Taking time to reanalyze the situation and asking themselves
 - What parts of this situation were out of my control?
 - What parts of this situation were in my control?
 - What skills do I need to grow in in order to be successful next time?
 - What can I do differently going forward?
- Focusing on what they can control instead of dwelling on the role that other people or external circumstances played in the situation
 - Remind students what they learned in Week 6: “You can’t always control your circumstances, but you can always control your response to your circumstances.”
 - This is the difference between being a victim or being a hero.
- Acknowledging how much they’ve grown already
 - By recognizing how much they’ve already grown so far, students will feel empowered to continue pursuing growth instead of remaining stagnant or quitting.

“The greatest glory in living lies not in never falling, but in rising every time we fall.” – Nelson Mandela

Preparing for Your Socratic

- Explain that students will receive a worksheet to fill out about overcoming failure called *Rethinking Failure*. This will be their preparation for their weekly Socratic discussion.

There Are No Mistakes

Purpose

Create space for students to think critically about how they view failure and how they can overcome their fear of failure.

Learning Objective

I can move on from failure.

Standards

- Initiate and participate effectively in a range of collaborative discussions. (CCSS: SL.11-12.1)
- Come to discussions prepared to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS: SL.11-12.1a)
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1b)
- Evaluate a speaker's point of view. (CCSS: SL.11-12.3)

Needed Resources

- Handout: *Socratic Rubric*

Socratic Discussion Rules (posted for students to see)

1. Students speak and the teacher listens.
2. Follow the Socratic leader who will:
 - Set up the discussion by summarizing context and then pose the question to be discussed.
 - Ensure peers hold to the discussion rules.
 - Keep the discussion on track and flowing.
3. Come prepared.
4. Be concise and do not repeat a point someone already made.
5. Provide evidence and reasoning with your opinion.
6. Listen with an open mind and heart; consider new ideas.
7. Don't raise hands; take turns speaking.

Teacher Tips

1. Require *Rethinking Failure* worksheet as an entry ticket.
2. As the teacher it is easy to interject, but allow students to work through silences, disagreements, etc. You may need to guide a little more in the beginning as Socratic Leaders learn to lead.
3. Use the Socratic Rubric for GLC or mix it up by having students grade themselves at the end of the discussion.
4. Review the Socratic rules every time.
5. If needed, allow for small group conversations before starting.

Socratic Theme for Week 13

Rethinking and Overcoming Failure

Provide Context

- Summarize the content from the last session about the fear of failure, namely that avoiding failure by not trying anything new will keep a person from failing, but it will also keep them from succeeding, and that it is important to see failure not as something that defines our identity, but something we just do from time to time, ultimately producing learning and growth.

Possible Questions

- Is it better to succeed on the first try or succeed after many tries? Why?
- What can failure teach us?
- What role does failure play in leading others generously?
- Is the risk of failing worth the reward of succeeding and overcoming?

Seeing People As People

Purpose

In place of students' weekly reflection paper, they will write their Lens 2 Final Reflection Paper that sums up the results and takeaways from their two-month journey of seeing people as people.

Learning Objective

I can reflect on my mini project and show how I was able to overcome failure and help others.

Needed Resources

- Handout: Written Reflection Rubric
- Assignment: Lens 2 Final Reflection Paper

Standards

- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.11-12.3)
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS: W.11-12.3e)
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.11-12.7)
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS: W.11-12.5)
- Use a style guide to follow the conventions of Modern Language Association (MLA)

Reflection Overview

- Communicate to students the guidelines for formatting
 - Times New Roman
 - 12 Pt. Font
 - Double Spaced
 - Correct Heading
 - 2 Pages
- Share the competency goals from the *Written Reflection Rubric*.

Lens 2 Final Reflection Paper

- What did you do for your Lens 2 mini project?
- What did you accomplish? What were your results? (Include measurement like frequency, number of items given, etc. If you only have another person's testimonial, include that.)

- What challenges or roadblocks did you overcome during this project?
- Did you come to understand the people you served in a new light? If your perspective changed, how? If it didn't, what could you have done differently to grow more?
- How did it feel to be able to help others? What did you learn about yourself?
- How might you take your experience and perspective forward into your future?

Submit

Week 13

Weekly Deliverables

Deliverables Due This Week:

- *Assignment: Rethinking Failure worksheet*
- *Assignment: Lens 2 Final Reflection Paper*

Possible Check-In Activities

Gratitude circle (starting with positivity!)

- On a notecard have students write what they are thankful for that day. "Today I am thankful for _____ because _____."
- In a circle, each student will share what they wrote on their card.

Tell Me Something Good

- Have students write down one good thing that has happened to them this week.
- Allow students to share (those who want to).
- Optional: Play "Tell Me Something Good" as students are writing.

Create a mental health check in on a Google Form

- Example Questions:
 - How are you feeling today?
 - Is there anything going on either in or outside of school that you would like me to know that is effecting you personally or effecting school and getting work done for you?
 - Is there anyone that you are concerned about currently and why?
 - Any other questions or comments for me?

How are you on a Scale of 1-10

- Go around the room and have students share how they are doing that day by selecting a number (1 is horrible and 10 is awesome) and also sharing a few words on why. This can be the best way to check-in but it can also take the longest amount of time, so watch the time closely.

Choose one word to describe how you feel

- Post a list of adjectives on the board and ask students to choose a word that describes how they feel right now. Examples: anxious, exhausted, excited, frustrated, angry...
- Go around the room to share.

Personal Notes to Classmates

- This activity will work later in the semester as students get to know each other better.
- At the start of class have students draw classmates' names out of a hat as they come in the room.
- Once everyone has their classmate they will write a positive note to the classmate
 - Encouraging and affirming them
 - Sharing how they are doing
 - Telling them a story
 - More...
- Students will give this note to their classmate.

Write Thank you Notes

- Practice gratitude by having students write someone a note of thanks.
- This could be a teacher, parent, coach, friend, classmate, sibling, etc.

Teacher Resource - Week 13

Breathing exercises

- Students walk into class sometimes with a lot of stress, help them relieve this through breathing.
- Different breathing exercises can be found online or through certain apps on your phone.

Stretching

- Have students stand by their desk, take a deep breath, raise their arms above their heads, hold for a moment, and then deeply exhale through their mouth, releasing their arms back down and releasing tension in their shoulders and back.

Affirmation Circle

- Explain to students what it means to give affirmation. Affirmation is an acknowledgement of a permanent aspect of someone's character.
- Grab a ball or some object to toss around the circle. Tell students to state a classmate's name, affirm their classmate, and then pass the ball to him or her.

Physical Exercises

- Choose some exercises to get the students' up and moving.
 - Jumping Jacks
 - Lunges
 - Push ups
 - Squats
 - Running in place
 - If time: take a walk outside around the building

Mirror in a Box

- Get a deeper box and place a mirror at the bottom.
- Have students sit in a circle.
- Talk up the box
 - "I have something really cool in this box"
 - "What's in this box is extremely special"
 - "When you see what is in the box you will see just how special it is"
- One at a time, students will "look" inside then and pass the box to the next student.
 - Students are not allowed to say what it is, just pass it along
- Students will think it is funny, but the anticipation is key to this activity.
- You are telling them they are special and worthy by seeing themselves in the mirror at the bottom of the box.

Sharing acts of kindness

- Have students share out to the class acts of kindness they did or saw someone do.

Positive/funny videos

- Students are immersed in videos these days and sometimes it is a great way to get kids relaxed and ready for the day
- Suggested Videos
 - [Make Your Bed Change Your Life](#)

Teacher Resource - Week 13

- [A Simple Act of Kindness](#)
- [Inspirational Piano Player](#)
- Find your own

Journaling

- Allow students to write whatever is on their mind for 5-7 min.
- Play quiet music in the background to set the tone.

Rethinking Failure

1. What would you attempt to do if you knew you could NOT fail?

2. Think of a current situation where you are afraid of failing or letting someone down. What is the worst that can happen if you do fail?

3. What factors can lead to failure?

4. Think of a specific example where you have failed in your past. What could you learn from that situation?

5. How can failure inspire others?

Socratic Rubric

You will receive a score whenever you exemplify a competency by doing one of the actions listed during a Socratic discussion.

Levels of mastery:

- Exceeding: 5
- Advanced: 4
- Proficient: 3
- Approaching: 2
- Needs Practice: 1

Student Name	Inquiry and Curiosity	Collaboration	Communication	Critical Thinking	Prepared and Professional
	<ul style="list-style-type: none">• Asks a question• Clarifies/verifies• “What about?” or “I wonder” or “What if?” language	<ul style="list-style-type: none">• Expands on an idea• Remains open-minded• Encourages others to stay on track	<ul style="list-style-type: none">• Takes turns• Concise comments• Speaks up so others understand	<ul style="list-style-type: none">• Novel thinking• Provides evidence and reasoning with opinion	<ul style="list-style-type: none">• Brings pre-work• Focused• Encourages others to stay focused

Teacher Resource - Week 13

Student Name	Inquiry and Curiosity <ul style="list-style-type: none"> • Asks a question • Clarifies/verifies • “What about?” or “I wonder” or “What if?” language 	Collaboration <ul style="list-style-type: none"> • Expands on an idea • Remains open-minded • Encourages others to stay on track 	Communication <ul style="list-style-type: none"> • Takes turns • Concise comments • Speaks up so others understand 	Critical Thinking <ul style="list-style-type: none"> • Novel thinking • Provides evidence and reasoning with opinion 	Prepared and Professional <ul style="list-style-type: none"> • Brings pre-work • Focused • Encourages others to stay focused

Written Reflection Rubric

	Exceeding	Advanced	Proficient	Approaching	Needs Practice
<p>Critical Thinking and Depth of Reflection</p> <ul style="list-style-type: none"> Clearly reflects on given prompt Proof of deep thinking and consideration Strongly demonstrates understanding of topic and opinion 					
<p>Communication</p> <ul style="list-style-type: none"> Writing is clear and uses proper grammar with no errors Follows assignment formatting 					
<p>Prepared and Professional</p> <ul style="list-style-type: none"> Turned in on time Proof of completion of weekly actions toward personal goals 					

Lens 2 Final Reflection Paper

Formatting

- Times New Roman
- 12 Pt. Font
- Double Spaced
- Correct Heading (upper left hand corner)
 - Name
 - Teacher
 - Class
 - Date
- Titled
- 2 Pages

Answer the Reflection Prompts (2 pages)

- What did you do for your Lens 2 mini project?
- What did you accomplish? What were your results? (Include measurement like frequency, number of items given, etc. If you only have another person's testimonial, include that.)
- What challenges or roadblocks did you overcome during this project?
- Did you come to understand the people you served in a new light? If your perspective changed, how? If it didn't, what could you have done differently to grow more?
- How did it feel to be able to help others? What did you learn about yourself?
- How might you take your experience and perspective forward into your future?